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ABSTRACT

THE UNIVERSITY OF ARIZONA DUO-SPECIALIST PROJECT IS DESIGNED TO AID THE SMALL COMMUNITY IN MEETING ITS NEEDS FOR SPECIALISTS IN SUCH AREAS AS GUIDANCE, READING, LIBRARY, AND EDUCATION FOR THE HANDICAPPED. THE DISTRICT AND THE UNIVERSITY JOINTLY SELECT FROM AMONG THE PRESENT FACULTY IN THE COMMUNITIES' SCHOOLS PERSONS TO RECEIVE TRAINING FOR A PARTICULAR SPECIALIST POSITION. TEACHER-TRAINEES ATTEND THE UNIVERSITY FOR A FULL ACADEMIC YEAR AND ONE SUMMER AT THEIR CURRENT SALARY. THE UNIVERSITY SELECTS INTERN TEACHERS WITH THE COOPERATION OF THE LOCAL ADMINISTRATOR TO REPLACE TRAINEES IN THEIR RESPECTIVE SCHOOLS. THEY RECEIVE SPECIAL TRAINING DURING THE SUMMER SESSION PRIOR TO THEIR WORK AND DURING THEIR INTERN YEAR. IN THE FIRST FOUR YEARS OF THE PROJECT 41 DUO-SPECIALISTS HAVE BEEN TRAINED AND HAVE RETURNED TO 38 SCHOOLS TO PERFORM 72 SPECIAL SERVICES NOT AVAILABLE BEFORE; 40 INTERNS HAVE BEEN CERTIFIED, WITH PLACEMENT RANGING THROUGH 10 WESTERN STATES AND 30 PERCENT OF THEM ACCEPTING POSITIONS IN THE SCHOOL DISTRICT OF THEIR INTERNSHIP. THE PROGRAM HAS BEEN CONSIDERED SUCCESSFUL, ITS MAIN EFFECTS BEING SPECIALIZED SERVICES NOT AVAILABLE TO THOUSANDS OF CHILDREN IN REMOTE AND ISOLATED SMALL SCHOOL DISTRICTS OF ARIZONA; CONTRIBUTION TO ALLEVIATION OF THE TEACHER-RECRUITMENT PROBLEM IN THESE AREAS; ESTABLISHMENT OF UNIVERSITY-SCHOOL DISTRICT RAPPORT THAT HAS STIMULATED CONTINUED PROFESSIONAL GROWTH; AND DEMONSTRATION OF THE PRACTICAL RESULTS OF SUCH INNOVATIVE, COOPERATIVE ENDEAVORS. (JS)

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THE DUO-SPECIALIST PROJECT

W. K. Kellogg Foundation
The University of Arizona
Cooperating Arizona Public Schools
July 1, 1963–June 30, 1967

Pat N. Nash, Director
J. O. Bozarth, Assistant Director

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FOREWORD

The Duo-Specialist Project in the College of Education at the University of Arizona has completed four years of operation. Supported financially by the W. K Kellogg Foundation, the Duo-Specialist Project provides in-service education for practicing teachers in rural communities in Arizona. The program also provides significant experiences for university students who serve as interns in the local districts when the regular teachers attend the University.

In previous reports of the program, we noted that children in rural areas should be given, insofar as possible, the same kind of educational opportunities as those made available elsewhere. We would re-affirm that philosophy. Further, we would continue to believe that the individual teacher remains the most important key to the success of education in any American community.

In a small, but highly significant way, the Duo-Specialist Project is an attempt to make the individual teacher both more competent and more influential in the local community. In effect, the teachers participating in the program become specialists in two areas of educational practice.

Since its inception, the Duo-Specialist Project has been popular and widely accepted by educators in Arizona. In February, 1967, The University of Arizona's College of Education received a Distinguished Achievement Award from the American Association of Colleges for Teacher Education because of the development of this unique program. The citation noted:

> Recognition is given to The University of Arizona for its Duo-Specialist Project. This project is designed to aid the small community in meeting its needs for trained personnel in the areas of guidance, reading, special education (mentally and physically handicapped) and library. There is a high degree of individualism in the content and guidance of the teacher's special program since it is designed to meet special needs of a given school district. During the year of the teacher's special training, an intern is cooperatively selected to assume the teacher's regular teaching duties. The cost of the project is shared. Regular salary is paid the teacher in training by the school district. With foundation (W. H. Kellogg Foundation) help, the University provides the intern with a stipend. The project is an excellent example of immediate practical results accruing from cooperative endeavor among local school districts, university, and foundation agency.

During each year of operation, many persons have contributed to the success of this program. Dr. Pat N. Nash, Director of the Duo-Specialist Project, must be given primary commendation for achievements attained. The following pages portray in some detail activities of the past year.

F. Robert Paulsen
Dean
College of Education
University of Arizona

Superintendents plan for future specialists programs

AN OVERVIEW

During a meeting at The University of Arizona in the Spring of 1963, superintendents of small and medium-sized school districts delivered a challenge to the faculty of the College of Education. "We just can't attract teachers trained in special fields who want to teach and live in our communities," said a superintendent from a remote mining area. "I can't afford to keep two full-time teachers busy in counseling and reading, but I surely could use a half-time person in each of these areas," added another. "My board of education won't authorize a program in special education unless we can be sure of a teacher staying for several years," was the comment of a superintendent from the cattle grazing country. From this meeting and these comments, the idea of the Duo-Specialist Project was conceived.

THE PROJECT IN BRIEF. Clearly, the problem was to (1) assess accurately the need for various specialists in each community; (2) recruit for extra training persons already committed to a career in the non-urban communities; and (3) offer a tailor-made, one-year program for each person, concentrating the training in two areas of greatest local community need.

The program has evolved into a process of cooperation between school districts and The University of Arizona, with support from the W. K. Kellogg Foundation. The major provisions of the project are:

The project director looks at the local school on the basis of the criteria agreed upon, its administrative personnel, and the participating trainee. School districts survey their needs in the special areas and decide on priorities. In the majority of cases the surveys are carried out by the local administrative staff and approved by the project director.

The district and The University jointly select from among the present faculty in the communities' schools persons to receive a year of training for a particular specialist position. Teacher-trainees attend The University of Arizona for a full academic year and one summer session at their current annual rate of pay. Although the trainee enrolls for full-time attendance at The University of Arizona, status as a local school faculty member with salary continues. The year's training is actually a cooperative endeavor between the local school district and The University of Arizona.

A Superintendent's Seminar

An integral part of the trainee's program, therefore, involves periodic work in the local school with administrators and faculty members for the determination of equipment, supplies, facilities, and plans for implementing the duo-service when the duo-specialist returns to the local school.

The University of Arizona selects intern teachers with the cooperation of the local administrator. These interns replace teacher-trainees in their respective schools. They receive special training during the summer session prior to their work and during their intern year. They are provided with a living allowance by the Kellogg Foundation which is sufficient to defray the additional cost of receiving their training away from the campus.

Periodic seminars during the school year involve the interns, teacher-supervisors, administrators of cooperating school systems, and The University of Arizona faculty.

THE FIRST FOUR YEARS. Eight specialist stations were approved for the first year of the Duo-Specialist Project by Dr. Richard Whitmore, Project Director. Each of seven school districts sent a teacher for training and one district sent two teachers.

In the second year of the Duo-Specialist Project, Dr. Pat N. Nash assumed the position of Project Director. Dr. W. H. Foster, former Superintendent of schools in Farmington, New Mexico, became Assistant Director with a primary responsibility of supervising interns. Ten schools participated in the project the second year, only one of which participated the first year. One school sent two teachers for special training.

In the third year ten schools participated in the project with one school sending two trainees. Again, during this fourth year, ten schools were involved in the project.

Forty-one duo-specialists have been trained in the first four years of the Duo-Specialist Project. They have returned to thirty-eight schools and are performing a total of seventy-two special services which were not available in these small schools of Arizona three years ago. Geographically, schools now benefiting from the program range from Fredonia on the northern border of Arizona to Douglas on the southern border, and from San Simon in the east to Seligman in the west central area — about 75 per cent of the state.

Director Pat Nash interviews Superintendent Ron Jenkins

1966 SELECTION, January-May

Preliminary plans for this year's Duo-Specialist Program were initiated early in the Spring of 1966. During this time period the Project Director, Dr. Pat Nash, selects the schools which will participate in the joint effort between The University of Arizona, The W. K. Kellogg Foundation, and each individual school.

The Duo-Specialist Project is a joint partnership since The University of Arizona will provide:

1. periodic supervision and guidance of the intern in his classroom by professionally trained, experienced University of Arizona faculty members.
2. special counseling and supervision of the intern upon request. follow-up visitation to the local school after the newly trained specialist has returned to implement the Duo-Specialist program.

The local school agrees to:

1. continue trainee's regular salary during his year of specialized training.
2. purchase necessary equipment and supplies for new special service programs.
3. provide space for working requirements of returning specialist.
4. use the specialist a substantial part of the school day in the new program.
5. pay the cost of a substitute for the intern on the six days he is required to attend on-campus seminars at the University of Arizona, and
6. allow the superintendent to attend the University orientation seminar on techniques of administering the Duo-Specialist Program.

After being selected as a trainee, Ruth Jones and Superintendent Don Wilson, Safford, plan for the specialized program that will best meet the needs of the local district.

Supt. Ambrose, Safford, meets with school board members to select the trainee. The trainee must: (1) plan to be a permanent resident of the community; (2) understand the problems and needs of the district; (3) work well with district personnel, pupils and parents; (4) have an acceptable academic record; and, (5) have proven leadership ability.

TRAINEE

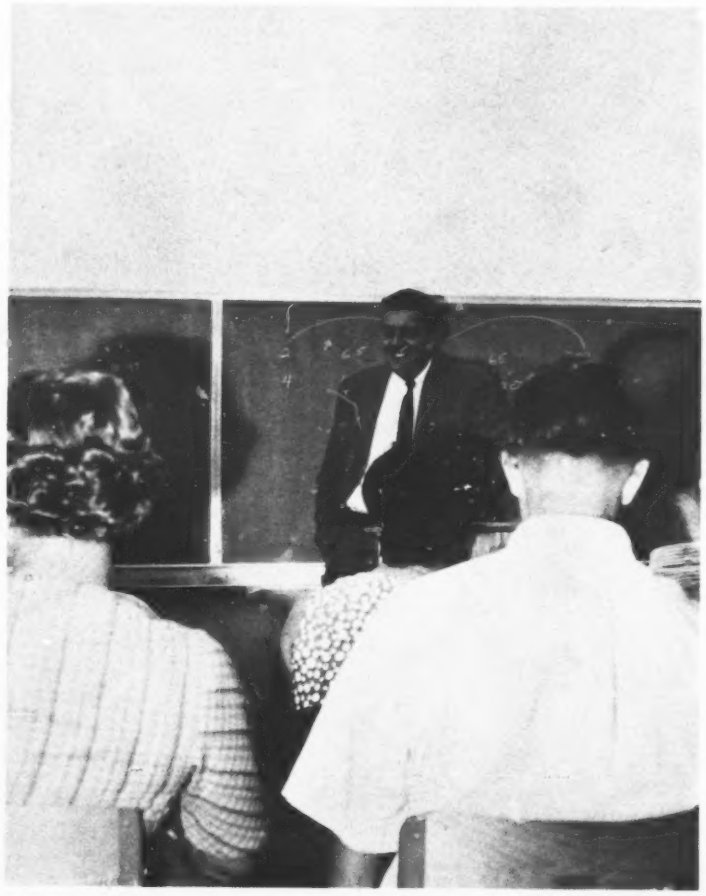
INTERN

Interns are interviewed and selected by the Project Director, then approved by the local superintendent. To be selected as an intern, the person must: (1) have a baccalaureate degree; (2) be able to relate with school age boys and girls; (3) be able to adapt to small community living; and (4) meet other qualifications expected of teachers such as acceptable appearance and moral standards.

Trainees come to the University of Arizona before training begins in September to plan for individual programs. Here, Director Pat Nash meets with trainees to answer questions relating to housing, course selection and areas of concentration.

ORIENTATION, June-August

A special intern seminar program is conducted during the second summer session. In small group sessions, the Project Director prepares interns to teach in assigned grades. During this orientation period, interns experience observations of master teachers as well as practice teaching.



Trainees quickly become a closely knit group. Of great value to each trainee's study program is the past experience of other Duo-Specialists.

A faculty member is assigned to each trainee to direct general programs of study. Here Dr. Paul Danielson, College of Education, meets trainee Dick Alexander, Holbrook.

TRAINEE

INTERN

Here, interns discuss with Director Pat Nash some of the curriculum materials they will use in their teaching the next school year.

Each intern visits the classroom where he will act as "substitute teacher" for the next school year. Here Joanne Edland visits her classroom in Snowflake and picks up materials she will use.

Trainees accept a responsibility to help interns understand the community and the local school district. Here trainee Neil Goodman (right) answers the questions of intern Warren Cartier, Elfrida.

Small group seminars emphasize and satisfy a need for individualized training. Dr. Ruth Strang, University of Arizona, conducts a reading clinic with trainees and graduate assistant Malcolm Wilson.

TRAINING, September-November

1

1 Intern Rob McCready, Holbrook, works with his principal, Frank Turley, who helps as a critic teacher.

2 Six two-day seminars at the University are planned for interns. Here, Dr. Bill Ranninger works in the area of teaching social studies.

3 A part of the training for interns includes planned visits to observe teachers.

2

3

An important part of the specialist training is the opportunity to make preliminary plans for the program to be initiated the following year.

Here, trainees discuss the needs of individual districts and the problems they will encounter to effectively implement their respective programs.

TRAINEE
INTERN

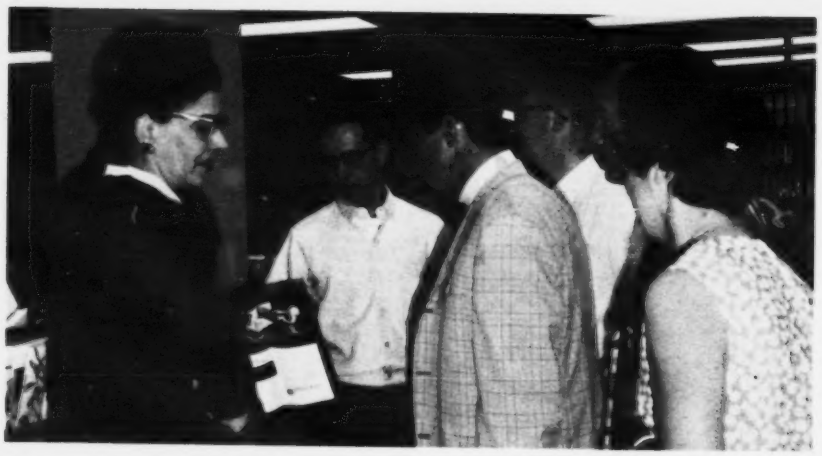
1 Interns return to The University each month for additional training. Dr. Van Allen discusses the Language Experience Approach to reading with intern John Penczar.

2 Here, interns visit Tucson, District #1, for a discussion of teaching music with helping teacher Winnie Rinker.

3 Mrs. Harris, instructional materials center director, College of Education, works with interns on new teaching aids.

2

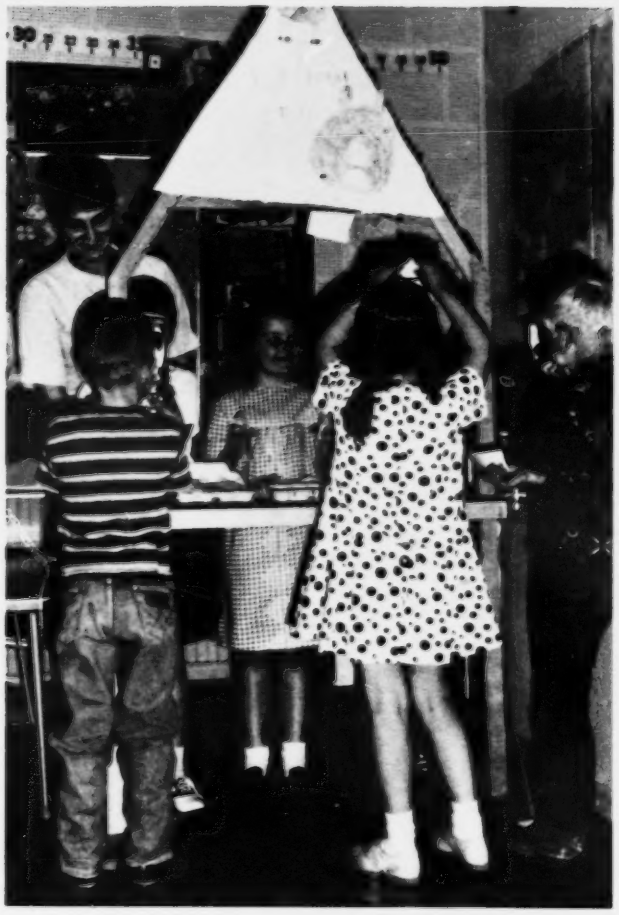
3



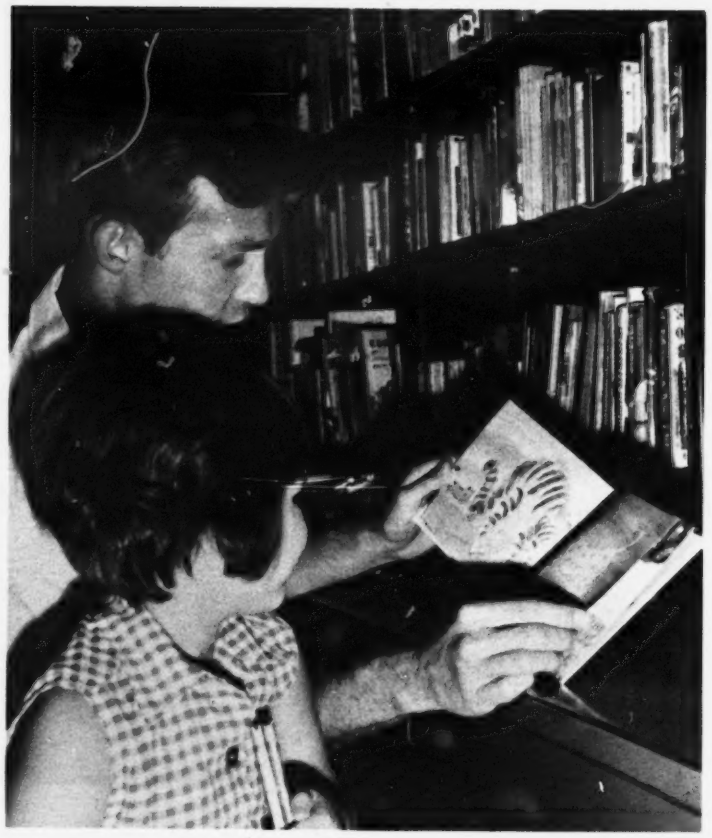
Malcolm Wilson, Reading Consultant, conducts periodic seminar sessions on aspects of remedial reading techniques. Group discussions center on types of programs to be initiated by Specialists after returning to their school districts.

TRAINING, December-February

Intern Joanne Edland works with her second grade children. All interns accept and carry out all the responsibilities of the teacher they replace.



After opportunities of observing master teachers like Mona Dayton, Amphitheater School District, interns try out new ideas and techniques in their own classrooms.



Because of their leadership ability, trainees often are selected for special University committee work. Here, Dean Paulsen, College of Education, meets with his student advising board which includes trainee Ted Raban (second from right).

Trainee Lee Osborn, Bowie, works with an individual student as part of the requirement in diagnostic reading techniques. Individual case studies provide practical experience for implementing the program in the local school district the following year.

TRAINEE

INTERN

Intern Nancy Oldham finds playground supervision windy, but fun.

Intern Mattie Shank, Safford, interviews a parent (right) with her principal Mr. Robinson.

Trainees are counseled by consultants from the College of Education faculty with regard to development of special programs to be implemented after the year's training is completed. Consultants are available to trainees as programs are developed in each local school district.

TRAINING, March – May

1 Intern Nancy Oldham works with her fourth grade children.

2 Intern Mattie Shank and Principal Robinson, Safford, plan for a textbook adoption.

3 Supt. Ambrose, Bowie, and Intern Nancy Oldham observe a student's use of a language laboratory.

1

2

3

Many trainees qualify for advanced degrees at the end of their specialist program. Trainee Neil Goodman, Elfrida, receives congratulations from Director Pat Nash for the award of his Master's Degree.

The trainee's responsibility now is to continue to work closely with local school personnel, administration and University faculty to implement the program of special services that has been designed for his school district.

TRAINEE
INTERN

Intern Joanne Edland, completes certification requirements with Certification Officer, Rita Mikula, College of Education, University of Arizona. Assistant Director Jim Bozarth acknowledges all requirements have been fulfilled for certification. Because of their unique training and year-long teaching assignment, interns are in demand as potential teachers. In many instances, interns choose to remain in the small community where their internship was completed.

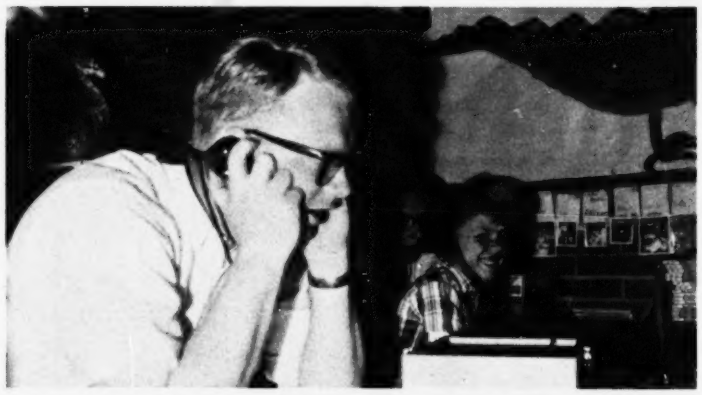
A primary responsibility of The University of Arizona is the continued implementation of specialized programs initiated through the Duo-Specialist Project. This is made possible by consultant services to each district by faculty of the College of Education. Here, area superintendents meet at the University for workshop dealing with newly formed specialized programs.

IMPLEMENTATION, 1967, 1977, 1987

TRAINEE

INTERN

Interns implement the Duo-Specialist Project as each continues successful teaching careers. To date, 40 interns have been certified through this project, with placement now ranging through ten western states. Often interns continue professional preparation by completing advanced degrees in Education.



Here, area superintendents meet at the University for workshop dealing with newly formed specialized programs.

EVALUATION

After four years of operation the Duo-Specialist Project has made a significant contribution to instructional programs in small schools in Arizona. Forty-one teachers have been trained in two areas of specialty. Those trainees participating in the project prior to this year have returned to their school district to develop special instructional programs in the needed areas. Trainees on campus this year are in the process of developing programs to be installed in the local school district next year.

One of the outstanding features of the Duo-Specialist Project was the support and backing of both school administrators and school boards. This was evidenced by contributions ranging from capital outlay items such as new classrooms and large equipment down to expendable materials. Administrators and Duo-Specialists reported that every request made for equipment and materials had been approved by the school boards.

The new programs have contributed to the total educational program in several ways. First, the new programs have had an impact upon the facilities of the school districts. It was indicated that teachers are becoming more aware of the importance of individualizing instruction and of accepting and providing for the needs of all children. Furthermore, faculty members in the small schools have indicated they are now capable of doing a better job because many children with problems have been introduced to instructional programs which are commensurate with their needs. Duo-Specialists in several of the school districts have indicated that the cooperative attitude among their faculties has enabled them to provide special in-service programs not previously available. Second, the new programs have resulted in increased community acceptance of the entire educational program. A third area of contribution mentioned by some school administrators was the fact that the improvement of programs at lower grade levels might alleviate many of the problems that will occur later in school. Finally, there were indications that as a result of this program, a much closer cooperation has been developed between the University and the participating schools.

Although there was the normal range of performance in the intern program, all superintendents were satisfied with the intern in the classroom. Most superintendents stated that the interns performed on the level of a regular first year teacher. In most cases, interns were offered positions the following year in the local school district with approximately thirty per cent of the interns accepting such positions. Follow-up studies of interns during their first year as a certified teacher indicated that school principals rated them higher than the usual beginning teacher.

After the fourth year of the Duo-Specialist Project, there is concrete evidence that the goals of this cooperative endeavor are being achieved. The experience gained in these four years should afford even greater opportunities to refine the program and bring about an even more significant contribution to small schools in Arizona and perhaps the nation.

Dean F. Robert Paulsen and Director Pat Nash receive award for the Duo-Specialist Project

PLANS FOR THE FUTURE

The Duo-Specialist Project was established under a four-year grant from the W. K. Kellogg Foundation as a cooperative venture by the Foundation, local school districts in Arizona and The University of Arizona. The basic purpose of this endeavor was to ascertain if such a program was operationally feasible. The evidence has been highly indicative that such a program is practical and is meeting a need that heretofore has not been met. Small school administrators have endorsed the program wholeheartedly. During a conference attended by school administrators and representatives of colleges of education from other western states, the consensus of the group was that this unique program was more valuable in ameliorating problems to small, isolated school districts.

The project received national recognition this year when the American Association of Colleges for Teacher Education presented a Distinguished Achievement Award to The University of Arizona for the merit of the program.

In summary, the main contributions of the Duo-Specialist Project are:

1. Specialized services are now available to thousands of children in remote and isolated small school districts in Arizona which were not available prior to the Project.
2. A unique and innovative teacher-education program has been developed to prepare graduates of liberal arts college for the teaching profession.
3. The joint effort between local school districts and The University of Arizona has established a rapport which has stimulated continued professional growth in these small school districts.
4. The project is a realistic example of a program to emphasize the concept of continuing professional education.
5. The intern program has provided opportunities for individuals to experience teaching in a small community and has contributed to some degree in alleviating the problem of recruitment of teachers in remote areas.
6. Finally, the project is an excellent example of immediate, practical results accruing from a cooperative endeavor between local school districts, institutions of higher learning, and a sponsoring foundation agency.

With concrete evidence that such a program is operationally feasible and practical, the continuation of the Duo-Specialist Project is certainly desirable. Expansion of the project to other western states is a most likely possibility as key people in these states have been informed as to the nature and operation of the program. There is no doubt that the Duo-Specialist Project has achieved its goal of determining a means for assisting small schools.

The W. K. Kellogg Foundation is to be commended for providing the funds with which such experimentation might be undertaken. The financial assistance provided by the Foundation has directly improved the educational opportunities of thousands of children in small schools in the State of Arizona.

Duo-Specialists Who Have Completed Training

Name	School	Specialization
	1963 — 1964	
Dora Ohnesorgen	Benson	Special education and reading
Charles Shrode	Benson	Special education and counseling
Audre Chapman	Buckeye	Special education and reading
June Brayford	Fort Thomas	Special education and reading
Lillian Larimore	Kearny	Special education and reading
Eldon Ekwall	Mingus Union	Guidance and reading
Elizabeth Fitzgerald	San Manuel	Special education and reading
Clara Mosley	San Simon	Special education and reading
Carroll Parrott	Tombstone	Reading and guidance
	1964 — 1965	
Louise Knopf	Ash Fork	Reading and guidance
Marion Crough	Florence	Reading and guidance
Gene Sandberg	Flowing Wells	Reading and special education
Betty Einspahr	Fort Huachuca	Reading and special education
Francis Willoughby	Kearny	Reading and guidance
Stanley Jones	Paradise Valley	Reading and special education
Suzanne Pierce	San Manuel	Reading and library science
Bessie Dubsky	Superior	Reading and library science
Mildred Maine	Superior	Reading and guidance
Ann Carroll	Tuba City	Reading and guidance
Katherine Woods	Willcox	Reading and guidance
	1965 — 1966	
William F. McCollum	Chino Valley	Reading and special education
Patricia Stallings	Douglas	Reading and special education
Jean Roark	Fort Huachuca	Guidance and special education
Duane H. Judd	Fredonia	Reading and library science
Richard J. May	Fredonia	Reading and special education
Saramarge Crigler	Maricopa	Reading and special education
Harry McElroy	Picacho	Guidance and special education
Peter Heidrich	Seligman	Reading and guidance
Ruth Rogan	Sells	Reading and guidance
Billy D. Reese	Sierra Vista	Reading and library science
Matthew Levario	Stanfield	Reading and guidance
	1966 — 1967	
Dick Alexander	Holbrook	Guidance and reading
Carl Cole	Taylor	Special education and reading
Calvin Burks	Oracle	Special education and guidance
Neil Goodman	Elfrida	Guidance and reading
Ruth Jones	Safford	Reading and guidance
Augie Orci	Douglas	Reading and guidance
Mary Douglass	Fort Huachuca	Special education and reading
Ted Rabin	St. Johns	Special education and guidance
M. L. Baxter	Sierra Vista	Guidance and library
Atlee Osborn	Bowie	Reading and library

Former Interns Now Certified as Teachers

Name	Assigned School	Teaching Level
	1963 — 1964	
Helen Fricas	Benson	Sixth grade
David Plank	Benson	Seventh grade
Dixie Berry	Buckeye	Secondary school English
Laree Herbert	Fort Thomas	Fourth grade
Ellyn Knapp	Kearny	Fourth grade
Audrey DuCote	Mingus Union	Secondary art and home economics
Sanford Hopkins	San Manuel	Secondary mathematics and science
Michael Fretz	San Simon	Secondary school English
Harry Pierson	Tombstone	Fourth grade
	1964 — 1965	
Jane Downey	Ash Fork	Seventh grade
Perri Geare	Florence	Secondary school English
Ann Overall	Flowing Wells	First grade
Janet Hamilton	Fort Huachuca	First grade
Paul Hult	Kearny	Seventh grade
David Hawkins	Paradise Valley	Sixth grade
Marcia Ravines	San Manuel	Third grade
Rosalie Chuppa	Superior	Third grade
Janet LaValle	Superior	Sixth grade
Steve Halper	Tuba City	Eighth grade
Betty Preece	Willcox	Fifth grade
	1965 — 1966	
Jim Hartman	Chino Valley	Fifth grade
Dovie Murphy	Douglas	First grade
Jo Woodard	Fort Huachuca	Second grade
George Werner	Fredonia	Secondary school English
Joyce Werner	Fredonia	Third grade
Ted Ruehlen	Maricopa	Sixth grade
Mary Kuegle	Picacho	Eighth grade
Chuck Finster	Seligman	Fifth grade
Georgia Fricas	Sells	First grade
Helen Dominque	Sierra Vista	Sixth grade
Sarah Carroll	Stanfield	Fourth grade
	1966 — 1967	
Nancy Oldham	Bowie	Fourth grade
Joanne Edland	Snowflake	Second grade
John Penczar	Oracle	Seventh grade
Ed Wild	St. Johns	Sixth grade
Mattie Shawk	Safford	Fourth grade
Dorothy Millet	Douglas	Eighth grade
Rob McCready	Holbrook	Eighth grade
Bob Eager	Fort Huachuca	Fourth grade
Warren Cartier	Elfrida	Sixth grade
Jess Riggle	Sierra Vista	Sixth grade

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